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ABSTRACT

This report examines how the continuing-education units of some National University Continuing Education Association (NUCEA) member institutions are dealing with ethnic diversity. The report, based on research conducted during the 1991-1992 academic year, contains 177 entries involving 84 NUCEA institutions. Institutional offerings are classified as either instructional or administrative. Instructional entries are those in which teaching and learning are primary. Most often they use nontraditional delivery systems with planned outcomes. Administrative entries include publications covering ethnic diversity, scholarships for underserved ethnic groups, and administrative topics (appointments, committees, offices, etc.) that address issues of diversity. Findings show that half of the instructional programs concern ethnic groups and their cultures; 30 percent are for underserved ethnic audiences. The majority of programs for underserved students are noncredit models that require multiple contacts through mentoring programs, camps, multiday conferences, workshops, and other venues. Seven percent of the responding institutions had scholarships to assist minorities, and eight percent had developed special administrative structures or hired consultants to focus specifically on ethnic-diversity issues. (GLR)

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Jeannette Taylor • Yolande Chambers Adelson

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Published by

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National University Continuing Education Association

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Edited by: Jeannette Taylor and Yolande Chambers Adelson

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Cover photo credits:
(from left):
Row 1:
•New York University's Dropout Prevention Program.
•At University of Missouri-Extension's 4-H Club program, students work cooperatively to succeed in "Challenge Course" trolley board activity.

Row 2:
•Attallah Shabazz, producer, writer, lecturer, and daughter of Malcolm X and participant Mark Orbe at 3rd Annual Enhancing Minority Attainment Conference hosted by Indiana University Kokomo. (Photo by Phyllis Taylor)
•Young language learners performing a role-reading in University of Houston, Division of Continuing Education, Accelerated Language Program Kids' Summer Camp.
•Professor Lily Wong Fillmore speaks on teaching effectively in California's culturally diverse classrooms at a University of California Berkeley Extension program.

Row 3:
•University of South Florida's "Reach Out" program.
•In a Northern Arizona University program, Herbert Benally teaches a cross-cultural session to educators on "Navajo Philosophy of Life." (Photo by Tom McMillian)
•University of Cincinnati, College of Evening & Continuing Education's Youth Leadership Program.

Diversity Programs & Services In Continuing Higher Education

The National University Continuing Education Association (NUCEA) affirms its commitment to recognize and value the ethnic and racial richness of our nation and to encourage and foster mutual respect and understanding among all women and men in its membership and on the campuses of member institution. We recognize that true excellence in an organization results from identifying and enlisting the participation of women and men who represent the rich diversity of our nation's heritage.

As an association, NUCEA values and encourages the participation of all people who endorse the principles and ideals of continuing education, including individuals from diverse backgrounds, and has taken official action to promote the expanded involvement of women and racial and ethnic group members. We acknowledge an unfortunate history in our country of the use of derogatory, stereotypical, and other nonproductive characterizations of racial and ethnic group members and women, and we resolve to eliminate such portrayals and language from all NUCEA communications and forums.

NUCEA affirms the policy that anyone speaking as an association representative, or as a guest speaker in an NUCEA forum, will acknowledge the diversity of our membership and our commitment to honor and treat with dignity all people, whether or not they are represented, and by using language that is nonsexist and respectful of all cultures.

Further, we believe that as a professional organization, we can and should play an integral role in promoting a greater appreciation of and healthier regard for the growing diversity of our campus communities. NUCEA, through its involvement with specific campus programs and activities, as well as through the actions of its members and official representatives, is dedicated to demonstrating to the higher education community its commitment to equity for all persons regardless of race, ethnicity, or gender.

—NUCEA Board of Directors

NUCEA seeks to exemplify its commitment to ethnic, cultural, and gender diversity and fairness in all of its forums, both public and private.

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National University Continuing Education Association

About NUCEA

Founded in 1915, the National University Continuing Education Association (NUCEA) seeks to promote expanded opportunities and high quality in continuing higher education. The Association consists of accredited, degree-granting higher education institutions and comparable non-profit organizations with a substantial involvement in continuing higher education. Today's members include public and private institutions, offering both credit and non-credit instruction at the pre- and post-baccalaureate levels to part-time students.

The Association is committed to professionalism, to excellence in continuing higher education, and to advancing knowledge about the field. NUCEA activities support these basic commitments. The provision of timely, substantive educational opportunities to continuing higher education professionals is a NUCEA priority.

The Association's data development and survey research program provides college and university continuing education units useful planning information. In addition, a comprehensive Association publications program keeps members informed about relevant trends and practices in the field.

Finally, NUCEA offers its members timely analyses of key public policy and regulatory issues of concern to the field, and ensures that continuing higher education's interests are advanced nationally.

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An Inventory of

Diversity Programs & Services In Continuing Higher Education

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and
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University of California Los Angeles Extension

Issues of ethnic diversity promise to remain near the "top of the charts" for institutions of higher education well into the twenty-first century. For predominantly white institutions, especially those located in underserved ethnic communities, this reality has become a major challenge.

On par with curricular design issues, matters of access, outreach, and community service may soon determine the ability of campuses to remain viable places of learning. This fact has special cogency for continuing education units in institutions of higher education; for, not only is continuing education often mandated to "serve the community," but also its very survival tends to depend on its ability to identify and serve a variety of local communities.

Continuing Education's very survival depends on its ability to identify and serve a variety of local communities.

The study, reported on here, "Ethnic Diversity in Continuing Education," was conceived by the Task Force on Black Concerns of the National University Continuing Education Association (NUCEA)[1] and was designed to learn how the continuing education units in NUCEA member institutions are dealing with ethnic diversity. This report is published under the auspices of NUCEA to inform, guide, and perhaps even inspire universities and their continuing education units to engage the challenge of ethnic diversity with a robustness that will ensure success. Tables showing all the reported programs by category begin on page 16.

Method and Response

Initially, the Task Force planned a questionnaire that would permit an analysis of actions being taken by higher continuing education organizations with regard to ethnic diversity. Time limitations of potential respondents as well as the absence of record-keeping uniformity across institutions pertaining to diversity initiatives caused us to abandon that approach. Instead, adopting a suggestion from one institution, we decided to simply ask the Institutional Representative (typically, the Dean) of each of

[1] The NUCEA Task Force on Black Concerns, a small group of African American continuing educators, worked within the Association on a volunteer basis for about five years to stimulate full participation by Black professionals and to assure that issues associated with ethnic diversity became and remained central to the Association's agenda.

the some 400 NUCEA member institutions to send us narratives and supporting documents indicating how that institution was addressing the challenge of ethnicity in continuing education . Specifically, we asked them to identify their "two or three best efforts to address issues of ethnic diversity."

We asked them to identify their "two or three best efforts to address issues of ethnic diversity."

The study was conducted during the 1991-92 academic year. Eighty-four institutions (a 21 percent response rate) responded within the requested 90 days. Many identified multiple efforts and documented most with supporting materials. During the 1992-93 academic year, the authors developed a classification scheme, summarized each of the reported activities, and gave all responding institutions an opportunity to review and edit their proposed entries. Responsibility for a significant number of the initiatives proved to be university-wide rather than limited to continuing education; we have included all appropriate submissions.

Format

The richness of the responses created presentation challenge for the authors. Accordingly, we draw on a classification scheme[2] that allows us to summarize and catalog the materials in a manner that gives a general sense of what is happening, while providing a fair amount of detail, including contact numbers, for those with specific interests in particular categories.

Clearly, the offerings differ in ambitiousness and duration, and may represent differences in levels of institutional commitment; however, the report does not attempt to so distinguish them.

We classify all materials as either **I. Instructional** or **II. Administrative,** with subcategories as follows:

I. INSTRUCTIONAL: Entries in which teaching/learning are primary. Most often, they employ nontraditional delivery systems with planned outcomes. However, traditional offerings and curriculum planning efforts are also listed as Instructional.

A. Offerings designed primarily **For** underserved ethnic audiences (e.g., programs designed to recruit "minorities"[3] into the professions; programs to improve retention and graduation rates of low income students; noncredit skill development activities).

B. Offerings whose content is primarily **About** underserved ethnic groups (but designed for **All** audiences) such as programs focusing on the culture, art, history, and literature of particular groups.

C. Offerings designed to foster greater ethnic sensitivity in curriculum design, professional development, and organizational culture.

[2] Devised by Yolande Adelson in chairing UCLA Extension's Diversity Task Force, 1990-91.
[3] Although this term is falling into disuse in areas of the country in which persons of color are often referred to as "emerging majorities," we use it in this report where clarity and fidelity to the submitted materials so indicate.

II. ADMINISTRATIVE: All entries not designated Instructional are classified as Administrative.

A. Publications focusing on issues of ethnic diversity.

B. Establishment of scholarships for underserved ethnic groups.

C. Appointments of commissions, committees, councils, offices, and consultants specifically for the purpose of addressing issues of diversity.

D. Delegation of authority and/or responsibility to established offices, positions and/or personnel programs to address issues of diversity.

Summary of Findings

Overview

The report contains 177 entries which reflect how 84 National University Continuing Education Association member institutions were dealing with issues of ethnic diversity at the completion of this survey (1992).

INSTRUCTIONAL PROGRAMS

The Instructional program category contains three subdivisions:

- **I-A**, "Programs **For** Underserved Ethnic Audiences";
- **I-B**, "Programs **About** Ethnic Groups and Their Culture, Designed for All Groups and Individuals"; and
- **I-C**, "Programs Designed or Redesigned to Foster Greater Sensitivity in Curriculum Design, Instructor Selection and Organizational Climate."

A total of 145 diversity programs are presented within these Instructional Subdivisions, representing 82 percent of all programs contained in this study. (Table 1, below.)

Half of the instructional programs are about ethnic groups and their cultures; 30 percent are for underserved ethnic audiences.

TABLE 1

DISTRIBUTION OF INSTRUCTIONAL PROGRAMS
(N=145)

Subdivisions	Number	Percent
I-A: Programs For Underserved Ethnic Audiences	43	30
I-B: Programs About Ethnic Groups And Their Cultures, Designed For All Groups and Individuals	74	51
I-C: Programs Designed & Redesigned To Foster Sensitivity In Curriculum Design, Instructor Selection and Organizational Climate	28	19

As revealed in Table 1, just over half, or 74 of the 145 Instructional entries are programs **about** ethnic groups and their cultures (I-B); 30 percent, or 43 are programs **for** underserved ethnic audiences (I-A); and 19 percent, or 28 are offerings designed to foster greater ethnic sensitivity in curriculum design, instructor selection and organizational climate (I-C).

A gratifyingly high level of interest and enthusiasm for this approach appears evident from the high response rate (i.e. 84 institutions sent replies, most supported by materials) obtained within 90 days. Perhaps more important than the numbers is the institutional commitment reflected in many of the responses; and, as well, the examples of personal involvement, energy and creativity reflected in the materials.

The nature and format of programs are highly similar for both traditional and returning adult students.

I-A: Programs for Underserved Ethnic Audiences

Twenty-six percent of all responding institutions reported programs for underserved ethnic audiences. The total number of programs reported in this category was forty-three, (43), representing thirty percent of the total Instructional Category. Thirty-eight percent of the programs for underserved ethnic audiences are sponsored by continuing education or extension units, while 62 percent of these programs are provided by other academic and administrative units within the responding institutions. There are no discernible differences between the continuing education units and other academic and administrative units within higher education with respect to program content, delivery format or target populations for programs reported.

Table 2 provides a breakdown of audiences reached by programs in this category:

TABLE 2

PROGRAMS FOR UNDERSERVED ETHNIC AUDIENCES
(N=42)

Primary Audiences	Number	Percent
Pre-College Age Students	18	43
College Age	11	26
Community Groups	13	31

Pre-college and College Age Students:

The majority (69 percent) of Programs For Underserved Ethnic Audiences are designed for pre-college and college age student audiences, with the higher percentage of such programs directed at the former. However, the nature and format of programs are highly similar for both of these categories of students. It is also interesting that the nature and format of programs are highly similar for both traditional and returning adult students.

Therefore, the following findings are discussed with reference to pre-college and college-age students, as well as returning adult students:

1. The most frequently offered programs are available to all students in this subdivision and focus on successfully linking the students to institutions of higher education. *(Catalog entries #1, 4, 7, 9, 11, 13, 14, 17, 28, 30, 41, and 42.)*

2. The second most frequently offered programs to students are directed at developing students skills preparatory to college recruitment and retention. *(Catalog entries #3, 5, 8, 12, 16, 22, 25, 36, 37, and 39.)*

3. There are also a number of programs designed to attract students to traditional and nontraditional careers. *(Catalog entries #2, 6, 15, 18, 27, 29, 31, and 43.)*

4. Most delivery systems for programs designed for students are noncredit models, requiring multiple contacts through mentoring programs, camps, multi-day conferences, workshops, seminars, weekends, etc.

The majority of programs for underserved students are noncredit models, requiring multiple contacts through mentoring programs, camps, multi-day conferences, workshops, seminars, weekends, etc.

Community Groups:

Programs for community groups represented 31 percent of the programs for underserved ethnic populations.

1. Fifty percent of the programs offered to community groups provide information that addresses health and social problems. *(Catalog entries #23, 32, 33, 34, 35, and 38.)* The information is most frequently provided through multiple contacts in workshops, conferences, seminars, etc.

2. The remaining 50 percent of the programs offered to community groups are focused on collegiate and career recruitment. *(Catalog entries, #1, 2, 10, 21, 24, and 31.)* These are more frequently multiple contact programs provided through mentoring, workshops, seminars, etc.

I-B:
Programs About Underserved Ethnic Groups and Their Cultures, Designed for all Group and Individuals

Forty-eight percent of the responding institutions reported offering programs about underserved ethnic groups and their cultures. The total number of programs reported in this category was 82, representing 56 percent of all Instructional programs reported. Sixty-one percent of programs about underserved ethnic groups are sponsored by continuing education or extension units, while 39 percent are provided by other academic and administrative units within the responding institutions. There are no discernible differences between the continuing education units and other academic and administrative units with respect to program content, delivery format or target populations for programs reported.

Table 3 provides a breakdown of primary audiences served by programs in this category:

TABLE 3

Programs About Underserved Ethnic Groups & Their Cultures Designed for All Groups & Individuals
(N= 82)

Primary Audiences	Number	Percent
Professionals Outside of Higher Education	29	35
Community Groups	22	27
Faculty and Other University Professionals	22	27
Students	9	11

The largest number of programs about underserved ethnic groups are offered to professionals outside of higher education.

Professionals Outside of Higher Education:

The largest number of programs **about** underserved ethnic groups (35 percent) are offered to professionals outside of higher education.

1. Most of these programs (63 percent) are designed to increase specific cultural competence. *(Catalog entries #44, 45, 49, 70, 82, 83, 85, 96, 99, 100, 101, 102, 103, 107, 111, 113, 118, and 125.)*

2. Thirty-seven percent of these programs are designed for cultural awareness and/or cultural celebration. *(Catalog entries #62, 97, 99, 104, 105, 106, 108, 112, 114, 115 and 124.)*

3. Eighty percent are offered through continuing education units.

4. Most delivery systems for programs in this category are noncredit, short-term and one-time contacts in the form of conferences, workshops, seminars, symposia, institutes, teleconferences and mini-courses. A conference, generally one to three days in length, is the most frequently utilized model of delivery.

Community Groups:

Community groups are viewed as the primary audience for some 27 percent of the programs **about** underserved ethnic groups.

1. The majority (73 percent) of programs for community groups in this subdivision focus on cultural awareness and/or celebrations. *(Catalog entries #51, 52, 53, 54, 63, 65, 68, 69, 71, 72, 73, 74, 84, 87, 109, and 116.)*

2. Other programs offered to community groups focus on personal and professional development. *(Catalog entries #50, 55, 59, 64, 75, and 77.)*

3. A majority of the programs available to community groups are offered through continuing education or extension units, and the others are offered by other academic and administrative units.

4. The delivery systems for the awareness and celebration programs typically

consist of short term conferences, workshops, lectures, and film series. Personal and professional development opportunities are most frequently presented in multi-contact, credit courses or noncredit certification.

The majority of programs for community groups focus on cultural awareness and/or celebrations.

Faculty and Other Higher Education Professionals:

Faculty and other higher education professionals are the primary audience for 27 percent of the programs **about** underserved ethnic groups.

1. Approximately three-fourths of those described in this report are cultural awareness and/or cultural celebration activities. *(Catalog entries #46, 47, 48, 58, 66, 67, 79, 80, 81, 91, 93, 95, 119, 121, 122, and 123.)*

2. The remaining programs in this category are designed to increase cultural competencies. *(Catalog entries #57, 76, 92, 94, 108 and 120.)*

3. Continuing education and extension units of the responding institutions are the sponsors of some 64 percent of the programs in this category.

4. Most delivery systems for programs designed for faculty and other higher education professionals are noncredit models, requiring one-time, short-term contacts through teleconferences, workshops, conferences, symposia and institutes.

Students:

Students are the primary audience for some 11 percent of the programs **about** underserved ethnic groups.

1. A majority (58 percent) of those described in this report are cultural awareness and/or cultural celebration activities. *(Catalog entries #60, 61, 78, 88, 90, and 117.)*

2. The remaining ones are designed for personal and professional development. *(Catalog entries #56, and 86.)*

3. Only one of the programs offered to students is sponsored by a continuing education or extension unit. The remaining programs are sponsored by academic and administrative units.

4. The delivery systems most frequently utilized for student programs are noncredit models, offering one-time, short-term contacts through conferences, radio shows, roundtables, etc.

I-C:
Programs Designed to Foster Ethnic Sensitivity In Curriculum Design, Professional Development And Organizational Climate

Fifteen percent of the responding institutions reported that they offer programs designed to foster sensitivity in curriculum design, professional development, and organizational climate. Some 70 percent of these are sponsored by continuing education units, and the remaining by other academic and administrative units.

Table 4 provides a summary of programs in this subdivision.

TABLE 4

Programs Designed to Foster Greater Ethnic Sensitivity in Curriculum Design, Professional Development, and Organizational Climate
(N=20)

Program Category	Number	Percent
Curriculum Design	9	45
Professional Development	7	35
Organizational Climate	4	20

Curriculum Design:

Most programs offered to foster greater ethnic sensitivity are in the area of curriculum development (see Table 4, above). The majority seek to incorporate multi-cultural perspectives into existing curricula. Both continuing education and other academic and administrative units offer such curriculum design programs, with no observable differences among providers in program content or models of instructional delivery. However, the audience for programs provided by continuing education units tended to be higher education professionals, primary and secondary school teachers, business and industry representatives. Whereas the audience for other units' programs is more apt to be higher education administrators, faculty and students. (Catalog *entries #126, 127, 129, 130, 137, 138, 140, 141 and 144.)*

Professional Development:

The second most frequent programs offered to foster greater ethnic sensitivity are professional development programs. This program area includes the development of faculty, administrators and staff in higher education institutions, as well as community professionals engaged in education and training programs.

All but one of the professional development programs designed to foster greater ethnic sensitivity are offered by continuing education units. The primary objective is to help participants enhance their ability to manage diversity issues and deal effectively with diverse populations during the delivery of instruction. Most of the programs described

are through workshops and conference. *(Catalog entries #128, 131, 132, 135, 136, 142 &143.)*

Organizational Climate:

Some 20 percent of the programs offered to foster greater ethnic sensitivity focus on modifications in organizational climate. All such programs described in this report are offered by continuing education units.

Approaches and strategies employed to modify organizational climates include hiring, and finding ways to retain, diverse staff; policy development; outreach to underserved ethnic groups to identify relevant program directions; student recruitment; mentoring programs, etc. *(Catalog entries #133, 134, 139 and 145.)*

The programs most frequently offered to foster greater ethnic sensitivity are in the area of curriculum development.

ADMINISTRATIVE PROGRAMS

The Administrative category has four subdivisions:

- **II-A**, Publications Focusing On Ethnic Diversity;
- **II-B**, Establishment Of Scholarships For Underserved Ethnic Groups;
- **II-C**, Appointment Of Diversity Commissions, Committees, Councils, Offices, and Consultants to Address Specific Issues of Ethnic Diversity; and
- **II-D**, Delegation of Authority &/or Responsibility to Established Offices, Positions, &/or Personnel Programs to Address Issues of Ethnic Diversity.

These four subdivisions contain a total of 32 programs, representing 18 percent of the entries in this study. As shown in Table 5 below, publications focusing on ethnic diversity constitute 28 percent of the Administrative initiatives; appointment of new administrative entities, another 31 percent; delegation of authority and/or responsibility to already established entities, 22 percent; and the establishment of scholarships for underserved ethnic groups, 19 percent.

TABLE 5

DISTRIBUTION OF INSTRUCTIONAL PROGRAMS BY SUBDIVISION
(N=32)

Subdivisions	Number	Percent
II-A: Publications Focusing on Ethnic Diversity	9	28
II-B: Establishment of Scholarships for Underserved Ethnic Groups	6	19
II-C: Appointment of Diversity Commissions, Committees, Councils, Offices & Consultants To Address Specific Issues of Ethnic Diversity	10	31
II-D: Delegation Of Authority &/or Responsibility To Established Offices, Positions, &/or Personnel Programs to Address Issues of Ethnic Diversity.	7	22

II-A:
Publications Focusing on Ethnic Diversity

Most of the publications are designed for students already enrolled at the various institutions.

Eleven percent of the 84 responding institutions report having publications which focus on ethnic diversity. Only one of these publications appears to be under the aegis of an adult or continuing education unit; the others are published by enrolled students or by academic or administrative units within the represented institutions. Table 6 provides a breakdown of the intended audiences of these publications.

TABLE 6

PUBLICATIONS FOCUSING ON ETHNIC DIVERSITY
(N=9)

Primary Audiences	Number	Percent
Pre-college (Minority Recruitment)	2	22
Minority Students	1	11
All Students	4	44
Community	2	22

Publications for Enrolled Students:

As revealed in Table 6, most of the publications are designed for students already enrolled at the various institutions. One addressed specifically to minority students *(#146)*, is a pamphlet which outlines the university's policies and procedures dealing with racial/ethnic harassment. Four are designed to enable all students to have enriched multicultural experiences through the curriculum, campus events, and interpersonal interactions *(#149, a student newspaper; #148 and #152, course and events directories, and #154, a booklet of opportunities, events, and organizations.)*

Pre-college, Recruitment Publications:

Two of the entries are brochures which communicate a message of "welcome" by describing programs, services, events and organizations on the campus likely to have special appeal to persons of color. *(Catalog entries #147 & #150.)*

Publications for the Adult Community:

Two of the publications appear to primarily serve an outreach function. One, for all groups, is dedicated to understanding and celebrating diversity *(#151)*; and the other, a newsletter *(#153)*, is designed to keep the community-at-large aware of career opportunities, university services, and the benefits of lifelong learning.

II-B
Establishment of Scholarships for Underserved Ethnic Groups

Seven percent of the responding institutions have scholarship programs to assist minorities.

Seven percent of the responding institutions indicated that they have scholarship programs to assist minorities. Half of the programs are under the aegis of continuing education and the other half are administered by other academic or administrative units within the responding institutions.

As Table 7 below shows, undergraduate or graduate students receive roughly half of the scholarships. Examples of such scholarship programs include one designed to recruit high school and continuing education students into the sciences *(#156)*; a half-tuition scholarship to encourage inner-city high school students to enroll in college *(#158)*; and graduate assistantships and scholarships for African American graduates of historically Black colleges *(#160)*.

Programs for community groups and individuals include those designed to provide greater access to lifelong learning *(#155 and #157)*, and the report also describes a program which funds minority entrepreneurs to attend small business development courses *(#159)*.

TABLE 7

ESTABLISHMENT OF SCHOLARSHIPS FOR UNDERSERVED ETHNIC GROUPS
(N=6)

Primary Audiences	Number	Percent
Community. Adults and Entrepreneurs	3	50
Prospective & Matriculating Undergrads	2	33
Graduate Students	1	17

II-C
Appointment of Diversity Commissions, Committees, Councils, Offices, and Consultants to Address Specific Issues of Ethnic Diversity

Approximately 8 percent of the responding institutions reported that they have created special administrative structures and/or hired consultants to focus specifically on ethnic diversity issues. Three of the nine initiatives taken by these seven institutions were under the aegis of continuing education.

TABLE 8

Appointment of Diversity Commissions, Committees, Councils, Offices and Consultants to Address Specific Issues of Ethnic Diversity
(N=10)

Type of Actions	Number	Percent
Committee	5	50
Commission	2	20
Council	1	10
Consultant	2	20

From the material submitted by the responding institutions, there is no clear way to determine the functional differences between committees, commissions and councils displayed in Table 8, above. Regardless, five of the entities appear to concern themselves with policies and practices relating to equal opportunity and affirmative action in the university learning and working environments for minorities and women *(#161, #162, #163, #166, #169).* Four seem to focus on diversity, itself, treating it as a reality, an opportunity and a challenge *(#164, #165, #167, #168).* The one remaining entry contains insufficient information to permit additional comment *(#170).*

II-D
Delegation of Authority &/or Responsibility to Established Office Positions &/or Personnel Programs To Address Issues of Ethnicity

Some 8 percent of the 84 responding institutions reported that they delegate matters of ethnic diversity to other existing university entities. Two of these are under the aegis of continuing education.

TABLE 9

Delegation of Authority &/or Responsibility to Establish Positions &/or Personnel Programs to Address Issues of Ethnicity
(N=7)

Primary Clientele	Number	Percent
Ethnic Minorities	5	71
All Faculty, Staff, Students	2	29

While the resources of the entities in this group appear to be accessible to any and all segments of the university, several of them seem dedicated primarily to addressing the academic, social, spiritual, and/or cultural needs of ethnic minority students and/or staffs *(#174, #175, #176)*. Three focus on employment diversity and equal employment opportunities *(#171, #173 & #177)*.

In the remaining program, a minority affairs advisor serves as a liaison and communicates with faculty, staff and students at large regarding minority-related matters *(#172)*.

In Conclusion

The authors hope that the information contained in this report will enable universities and their continuing education arms to face the challenges of diversity with confidence.

CATEGORY I: Instructional

SUBCATEGORY A: Programs For Underserved Ethnic Audiences

CATEGORY I: **Instructional**
SUBCATEGORY A: **Programs For Underserved Ethnic Audiences**

Program Title/Institution	Primary Audience	Program Description
1. GRADPREP Continuing Education Bowling Green State University Bowling Green, OH 43403 (419) 372-2793	College Sophomores	GRADPREP provides research and laboratory experience, science workshops, field trips, and social and cultural events to promising minority college sophomores. These students have an opportunity to meet outstanding science professionals and participate in unique experiences.
2. Minorities in Education Program Continuing Education Bowling Green State University Bowling Green, OH 43403 (419) 372-8181	Youth & Adults	A program to increase the number of minority teachers in Ohio schools by identifying minority youth and adults who have potential for becoming effective teachers, providing the support necessary for these individuals to complete a teacher preparation program, and assisting them in finding teaching positions.
3. Summer Leadership and College Prep Camp School of Adult and Continuing Education Eastern Illinois University Charlestown, IL 61920 (217) 581-5114	High School Students	A one week program in which students will experience college life and participate in activities to develop leadership skills, study skills, and communication skills.
4. Chicano Education Program Eastern Washington University Cheney, WA 99004 (509) 359-2268	Chicano/ Latino Students	A credit program focusing on raising awareness and appreciation of Chicano/Latino culture, and recruitment/retention of Chicano/Latino students through academic advising, career and personal counseling, tutoring, and employment referral services.

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CATEGORY I: **Instructional**
SUBCATEGORY A: **Programs For Underserved Ethnic Audiences**

Program Title/Institution	Primary Audience	Program Description
5. Afro-Academic, Cultural, Technological, & Scientific Olympics Florida State University Tallahassee, FL 32306 (904) 644-1213	African American Youth	A noncredit program, co-sponsored with the NAACP to encourage African American High School students to excel in academic and cultural pursuits.
6. Attracting Minorities to Doctoral Programs College of Continuing Education & Public Service Illinois State University Normal, IL 61761 (309) 438-8691	Educators	A program operating in south Chicago offering course work designed to attract African Americans and Hispanics into the doctoral programs in Curriculum Instruction and Special Education.
7. Summer Enrollment Program College of Continuing Education & Public Service Illinois State University (309) 498-8691	High School Students	Coordinated by the Office for High Potential students, high potential minority students are brought to campus during the summer to help them establish a perspective on college life.
8. Program for Minority Youth Center for Prof. Development Loyola College Baltimore, MD 21210 (301) 532-5060	Youth	A variety of programs are available for minority youth. The "Adopt a Parish" program tutors students to aid academic achievement. Sixth and Seventh graders attended Saturday morning programs on English, Math, Science, and Special Topics. A College for a Day program was held. A Money Management program aids city students attending on scholarship. An SAT Review class was held for Inner City Private and Parochial school students.
9. Metro Excel Program Metropolitan State College Denver, CO 80204 (303) 556-3508	High School Students	Junior and senior level students at the college serve as ambassadors to Ethnic minority students in local high schools with the goal of recruiting and retaining.

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Program Title/Institution	Primary Audience	Program Description
10. Information Workshops Center for Continuing Education Murray State University Murray, KY 42017-3308 (502) 762-4159	African American Community	A workshop that provides the African American community with information about the college. Speakers for the workshop consist of graduates, faculty representatives, and a student panel. To answer participants' specific questions, they are divided into small groups with a minority student currently enrolled.
11. Mentor Program Murray State University (502) 762-4159	College Freshman	A program designed to acclimate minority freshman to the collegiate level. College freshman are given the opportunity to form meaningful, lasting friendships with M.S.U. faculty/staff and upperclassmen.
12. Math Tutor Program University Office of Continuing Education Ohio State University Columbus, OH 43210-1002 (614) 292-8860	Continuing Education Students	A program established to address the underdevelopment and anxiety of returning adult continuing education minority students.
13. Minority Continuing Education Opportunity Program University Office of Continuing Education Ohio State University (614) 292-8860	Continuing Education Students	A program that is instrumental in linking the University with external employers who have educational assistance programs and minority employees.

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Program Title/Institution	Primary Audience	Program Description
14. Minority Graduate Student Recruitment Visitation Ohio University Athens, OH 45701 (614) 593-2581	College Students	A program inviting minority students to meet with faculty and enrolled minority graduate students to encourage minority graduate enrollment at the University.
15. Minority Career Day Old Dominion University Norfolk, VA 23529 (804) 683-3163	College Students	A one day program hosted by the University of Virginia to bring together minority students and area businesses to explore career opportunities.
16. Dare to Excel: Building Cultural Bridges for the 21st Century Division of Continuing Education The Pennsylvania State University University Park, PA 16802 (814) 863-7752	African Americans & Hispanic Americans	A Penn State Educational Partnership Program (PEPP) noncredit camp for middle and high school African American and Hispanic American students providing an opportunity to broaden their communication skills and enhance abilities to improve academic performance, self-esteem, and cultural awareness. Experiences include fundamentals of the DARE (Dream, Aspire, Reach, Excel) concept; basic writing skills, study skills, library skill development, and personal/social education.
17. Youth Enrichment Partnership Program for At-Risk Youth Division of Continuing Education The Pennsylvania State University University Park, PA 16802 (814) 863-7752	Economically Disadvantaged Youth	A collaborative noncredit program with local school districts, community-based organizations, government agencies, and businesses to provide enrichment programs that encourage area youth to value education. Participants are mentored by alumni, students, business and community leaders. Workshops include a summer writing program and preparation for the PSAT/SAT exams.
18. Health Career Pathways for Minority Students Equal Opportunity & Affirmative Action Pittsburgh State University Pittsburgh, KS 66762 (316) 235-4189	High School Students	A noncredit program hosted by the Kansas Advisory Board of Hispanic Affairs. This conference used the theme, "Science and Technology." Three Regents Minority Scholarships were awarded on each campus.

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Program Title/Institution	Primary Audience	Program Description
19. Hispanic History Library Research Extended University University of Arizona Tucson, AZ 85719 (602) 624-8632	Hispanic Community	An exploration of the University of Arizona resources for understanding the Hispanic culture and its origin. Topics include pre-Hispanic Mexico, Spanish explorers, geography, history of the Southwest and Mexico - including daily life and folklore, organization of missions, and presidios.
20. Women in Science and Engineering (WISE) Program Extended University University of Arizona Tucson, AZ 85719 (602) 621-7724	Women & Minorities	Goals for this noncredit program are creation of a supportive environment and an outreach program to encourage women and minorities to enter scientific careers. This program trains middle school math teachers, arranges mentoring, holds conferences for job awareness, and gives information/awards scholarships for women.
21. Editing Program for Minority Journalists University of Arizona (415) 891-9202	Mid-career Journalists	An 8-week graduate credit program immerses participants in the basics and fine points of copy editing, headline writing, newspaper layout and design, story selection, photo editing, and newspaper production. This program is done in conjunction with the Institute for Journalism Education of Oakland, California.
22. High School Bilingual Correspondence Program Extended University University of Arizona (602) 621-7724	Spanish Speaking High School Students	A program offering high school credit that includes U.S. history, all levels of high school English, vocabulary-building, pre-algebra, consumer and vocational math.

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Program Title/Institution	Primary Audience	Program Description
23. African American Men: An Endangered Species University of Arizona African Amer. Studies (602) 621-5665	African Americans	A three-day conference to build a foundation of knowledge and to explore issues, their causes, and possible solutions. Topics included family structure, male/female relationships, and the employability of the African American male. Participants were expected to develop and implement a plan of action.
24. An Evening with Visiting Writers from Spain UCLA Extension Los Angeles, CA 90024 (310) 825-9415	Hispanic Community	An evening program conducted in Spanish, co-sponsored by the Literature Program and the Department of Spanish and Portuguese, exploring the explosion of artistic production after Franco's death in 1975, with Antonio Munoz Molina and Julio Velez.
25. Youth Leadership Development Institute University of Cincinnati College of Evening & Continuing Education Cincinnati, OH 45221 (513) 556-6836	African American Youth	A program created to enhance the skills and knowledge of African American youth who are identified as having leadership qualities and potential. Participants are provided with opportunities to learn from some of the City's most prominent African American leaders. A Communication Skills Development and Internship component was added to help participants expand their written and verbal skills and to place participants in viable internships to further develop leadership skills.
26. Images of Color University of Cincinnati Admissions (513) 556-1100	African American & Other Under-represented Audiences	A recruitment program designed to meet informational and cultural needs of African American and other underrepresented groups at the University of Cincinnati. Potential students are invited to the campus to experience firsthand what campus is like. A campus tour, admissions/financial aid information session, and a cultural presentation are all a part of this program.

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Program Title/Institution	Primary Audience	Program Description
27. Minority Graduate Educational Opportunity Program University of Colorado Boulder, CO 80309 (303) 492-8911	College Seniors	A program that gives senior college students enrolled in neighboring institutions the opportunity to work with faculty members on research projects.
28. Succeed Program University of Colorado (303) 492-8911	High School Students	This program takes the university to local area high schools. University faculty teach classes on site three times a week during the Spring term.
29. Pre-Collegiate Health Career Program University of Colorado (303) 492-8911	Talented High School Students	A program to introduce talented high school students to professional health careers in medicine, dentistry, nursing, and physical therapy.
30. Minority Scholars Program University of Colorado (303) 492-8911	High School Students	A credit program that encourages early enrollment for college-bound minority high school students. These students may attend University classes and participate in special workshops during their junior and senior years. Credits earned are applied toward their baccalaureate degrees.

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CATEGORY I: **Instructional**
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Program	Audience	Description
31. AHANA Journalism Workshop Office of Vice Provost University of Missouri Columbia, MO 65211 (314) 882-6031	African American, Hispanic American, Asian American, & Native American Youth	This ten day workshop sponsored by the School of Journalism, University Extension Division, Missouri Newspapers, The Dow Jones Newspaper Fund, and Missouri Broadcasters Association gives minority youth an opportunity to learn broadcast and print journalism by working with local news reporters. The workshop product is a newspaper publication, with bylines for contributing students.
32. Wellness and Women II: A Shared Vision University of Oklahoma Norman, OK 73037 (405) 325-6361	Native American Women	Co-sponsored with the Phoenix Area Indian Health Service AIDS Program and Health Education Sections, Indian Health Service, and the President's Council on Physical Fitness and Sports, this annual conference is designed for Native American women to gain new skills and information on health issues affecting Native American women today, and to gain renewed physical, mental, and spiritual wellness. The conference attracts speakers from Native American health organizations, governmental organizations, and tribal leaders.
33. Indian Health Promotion University of Oklahoma (405) 325-6361	Native Americans	This four-day conference is designed for participants to gain renewed spiritual wellness, obtain knowledge and skills for incorporating wellness into prevention programs, and to share information with other participants. Conference highlights include a Pow Wow, health promotion activities, western cookout, dance, and group discussions. Presenters include professionals from Native American educational and community organizations.
34. The Nee-Kon Project University of Oklahoma (405) 325-6361	McLoud Kickapoo Head Start Program Serving Native American Children & Their Parents	A five year project started in 1990 and funded by the Office for Substance Abuse Prevention, this program assists children in making the transition to public school. The project focuses on drug and alcohol prevention, positive parenting, and family management, including parental participation in school programs and activities.

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Program Title/Institution	Primary Audience	Program Description
35. Culturally Sensitive Parenting University of Oklahoma (405) 325-6361	Parents of High Risk Public School Children	Developed in cooperation with the Oklahoma Department of Mental Health, this program provides parenting skills for designated cultural groups and the agencies that serve them. The program covers topics such as abuse, culture, divorce, effective Black parenting, intergenerational issues, inter-racial issues, single parenting, step parenting, and teen parenting.
36. LEAP College of Continuing Education University of Rhode Island Providence, RI 02908 (401) 277-3898	Adult Students	The Learning Enhancement for Adults Program is designed for minority adult students with motivation and commitment to their own personal and academic success. Accepted students attend three evenings of orientation, and receive concentrated support services in English, Math, and study skills.
37. Computer Camp for Minority Students Continuing Education & Extension University of Wisconsin La Crosse, WI 54601 (608) 785-6500	7th - 11th Grade Students	This noncredit summer camp gives young minority students a head start in computer applications. Participants are taught to use word processing, electronic spreadsheet, file management, graphics, D-Base programming and simulation, and gaming software.
38. Bad River Indian Reservation Workshops Center for C.E./Extension University of Wisconsin Superior, WI 54880 (715) 394-8456	Tribal Leaders, Tribal Agencies	Three workshops on Leadership Development, Team Building, and Conflict Management were presented for a variety of tribal agencies and the Indian Health Service Office.

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CATEGORY I: **Instructional**
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Program Title/Institution	Primary Audience	Program Description
39. Health Careers Opportunity Program Virginia Commonwealth University Richmond, VA 23298 (804) 367-8418	High School Students	A series of programs, including a Pre-Admissions Workshop with paid expenses and tutorial activities. The Pre-Admissions Workshop focuses on basic science concepts, learning skills enhancement, problem solving, medical terminology, standardized test review sessions, interview skills, personal and academic counseling, and interaction with role models.
40. Faculty Assistance and Mentorship Enhancement (FAME) Virginia Commonwealth Univ. (804) 367-8418	Junior African American Faculty	A program to provide assistance for junior African American faculty with the transition issues associated with a new environment and a tenure track position. The formal mentorship program is also designed to develop a potential network for recruiting future African American faculty to higher education.
41. Umoja Project Virginia Commonwealth Univ. (804) 367-8418	African American Students	A retention program that pairs returning, older African American students and Alumni with newly admitted African American students. The program was initiated to create and nurture a sense of family for and by African American students and the University.
42. Project CARE Western Carolina University Cullowhee, NC 28723 (707) 227-7218	Enrolled College Freshmen	A program based on research findings that when African American students attend a predominantly White institution, an additional adjustment period is required. The program includes seminars, study groups, a fall retreat, and a peer counseling program.
43. Day Care Certificate Program Division of Continuing Education Auburn University-Montgomery 7300 University Drive Montgomery, AL 36117 (205) 244-3343	Professionals	Day Care Certificate program that is economically affordable and provides, at a convenient time and schedule, the opportunity for day care directors and employees to meet state-mandated continuing education requirements. A large percentage of enrollees are African American. Several minority instructors are employed in order to foster diverse culture inclusiveness and sensitivity in curriculum design and instructor selection.

CATEGORY I: Instructional

SUBCATEGORY B: Programs About Underserved Ethnic Groups and Their Cultures Designed for All Groups and Individuals

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CATEGORY I: **Instructional**
SUBCATEGORY B: **Programs About Underserved Ethnic Groups and Their Cultures Designed For All Groups and Individuals**

Program Title/Institution	Primary Audience	Program Description
44. Training Program for Telephone Operators Continuing Education and Extended Learning Programs Anne Arundel Community College Arnold, MD 21012 (301) 647-7100	AT&T Telephone Operators	A specially designed course for AT&T operators to aid them in dealing with Spanish speaking clients. Telephone operators are to be taught routine responses.
45. Managing Cultural Diversity Center for Continuing Education Delaware State College Dover, DE 19901 (302) 739-5164	Local Businesses, School Districts, State Police, Colleges, & Universities	A conference to help organizations manage a new and diverse work force. The conference goals include sharing expertise, analyzing hiring practices, examination of attitudes and societal perceptions, and developing hands-on methods for identifying and removing barriers.
46. Black Heritage: A History of Afro Americans Office of Continuing Education Duke University Durham, NC 27708 (919) 684-6259	Faculty, Administration, Community	The CBS award-winning 1969 TV series was used as a source for this course on Black history dealing with the years before and after the Civil War. Eleven programs from the original 108 presentations by Black scholars discussed the genesis of the Black movement from Africa to the period of Reconstruction. The program also attracted African Americans who had never been to campus before.
47. The 'New Negro' Renaissance: Harlem in the '20's Office of Continuing Education Duke University (919) 684-6259	Faculty, Administration, Community	A series of lectures and movies taking place once each week for ten weeks familiarized both African Americans and others with important aspects of the development of African American culture. Topics included, *The Emergence of Black Harlem, Marcus Garvey and Black Nationalism, Blacks on Broadway, The Dilemma of the Harlem Jazz Musician,* and *Harlem and the Black Church.*

CATEGORY I: **Instructional**
SUBCATEGORY B: **Programs About Underserved Ethnic Groups and Their Cultures Designed For All Groups and Individuals**

Program Title/Institution	Primary Audience	Program Description
48. Cultural Diversity Annual Conference Florida State University Tallahassee, FL 32306 (904) 644-1213	Faculty, Administration, Students, & Community	An annual conference to: celebrate cultural diversity, help students prepare for life and work in an increasingly pluralistic society, and encourage administrators and faculty to work in beneficial ways within the culturally diverse campus.
49. Summer Institute of the Southeastern Consortium for Minorities in Engineering Florida State University (904) 644-1213	High School Teachers	This annual institute was hosted by Florida State University and Florida A&M University in the summer of 1991. SECME's goal is to increase the pool of minorities who are prepared to enter and complete studies in engineering, mathematics, and science through a comprehensive pre-college program.
50. Difficult Dialogues: Conflicts & Connections Division of Continuing Education Georgia State University Atlanta, GA 30302 (404) 651-3476	Community	A one-day program co-sponsored by Emory University, Spelman College, DeKalb College, Agnes Scott College, and the Georgia League of Women Voters. A morning panel of an African American, a Caucasian, and an Asian American discussed "Why the Dialogues are Difficult." The afternoon session was a presentation and discussion of an Alice Walker story.
51. Racism and Sexism: Differences & Connections Department of Philosophy Georgia State University (404) 651-2277	Community	A two day symposium, co-sponsored with the Department of Philosophy. Speakers topics were *Changing the Subject: Studies in the Appropriation of Pain; Racism and Sexism as Seen Through the Holocaust; The Conservation of Races; White Woman/White Feminist;* and *Racism and Sexism: 21st Century Challenges for Feminists.*

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Program Title/Institution	Primary Audience	Program Description
52. Culture Based Courses Harvard University, Extension Cambridge, MA 02138 (617) 495-4024	Community	Extension School sponsors some 600 courses for the Boston community, including *Introduction to Afro-American Culture, Armenian Civilization,* and *Indian Civilization.* The English as a Second Language program provides instruction at all levels.
53. Ethnic Diversity University College of Continuing Education Hofstra University Hempstead, NY 11550 (516) 463-5013	Community	Various courses are offered to address issues of ethnic diversity.
54. Keeper of the Land: The Native American Division of Comm. Services Johnson County Comm.College Overland Park, KS 66210 (913) 469-8500	Community	A four month cultural appreciation of Native American culture, including lectures/discussions, music and dance, Native American art, a film series, photography exhibit, and "The Heart of American Writers' Conference."
55. The African American Leadership Institute Metropolitan State College Denver, CO 80204 (303) 556-8468	Community	The goals of this program are to identify, motivate, and train future community leaders. Individuals in the community who possess a strong desire to positively contribute to the African American community through the development of their own leadership potential are encouraged to attend.
56. Institute for Inter-cultural Services & Studies Metropolitan State College (303) 556-8468	Enrolled Students	A program to give students the opportunity to study with faculty from diverse backgrounds, and to travel and study abroad.
57. Advancing Diversity Through Univ. Outreach The Kellogg Center for C.E. Michigan State University Lansing, MI 48824-1022 (517) 353-0791	Faculty & Administration	A working symposium that focuses on increasing awareness and understanding of relevant issues pertaining to diversity and pluralism within the context of University Outreach. Other goals include developing appropriate strategies to advance the goals of the MSU IDEA through University Outreach programs, behaviors and personnel, and to establish a framework for developing measurable objectives that can be accomplished through the work of multiple task forces.

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Program Title/Institution	Primary Audience	Program Description
58. A Celebration of Black History Office of Human Relations Millersville University Millersville, PA 17551 (717) 872-3787	Faculty, Administration, Students, Staff, & Community	Black History celebration is an annual event at Millersville University. It includes cultural programs, conferences, and performances. In addition to increasing the visibility of African-American scholars on campus, these events provide a setting for faculty, students, and administrators to discuss critical issues in American Higher Education.
59. Cross Cultural Programs Continuing Education National University San Diego, CA 92108 (619) 563-7293	Community	A variety of programs providing a cross cultural perspective of the San Diego community include: *Managing a Multicultural Workforce, Supervising the Trade Worker, Cross-cultural Communication, Speaking Spanish: A Cross Cultural Experience, The Color of the Classroom, The Color of the Workplace, Business Writing for Professionals for Whom English is a Second Language, Doing Business in the Pacific Rim, Retraining Workers: The Management Challenge of the 90's, The Changing American Family,* and *Certificate Program in Educational Diversity.*
60. The Great Divide: Affirmative Action in America Pittsburgh State University Pittsburgh, KS 66762 (316) 235-4189	Students & Community	To increase awareness of multiculturalism both on campus and within the university community, the public radio station located on campus ran a series of reports. These aired both during "Morning Edition" and during "All Things Considered." The campus radio station broadcasts across a four-state area.
61. Global Perspectives and Prospectives: Intercultural Communication Survival Skills for the Year 2000 Pittsburgh State University (316) 235-4189	All Students	A round table forum of eight panelists represented two perspectives. Three panelists were born in the U.S. and traveled and taught in other countries. Three others were born in other countries and teach at PSU.
62. Managing the Diversified Workforce of the 90's: Strategic Options Suffolk University Boston, MA 02108 (617) 573-8305	Industry & Business Representatives	A one-day workshop featuring a Forecast for the Boston Metropolitan areas on *Economy, Demographics, Growth Sectors, New Jobs and Skill Requirements, Bridging the Skills Gap, Skill Development Programs in Massachusetts, New Immigrants and Immigration Law, Successful Business Initiatives,* and *Round Table Discussion on Best Practices.*

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63. Credit Courses American Indian Studies (Prehistoric People of the Southwest, Native Peoples of the Southwest) University Correspondence University of Arizona Tucson, AZ 85719 (602) 621-1896	Community	PREHISTORIC PEOPLE OF THE SOUTHWEST (205) A credit course in the lifeways of ancient people of the Southwest. NATIVE PEOPLES OF THE SOUTHWEST (206) A credit course in Southwestern Indian cultures from the beginning of historic times to present.
64. Arizona Hispanic Community Forum Extended University University of Arizona (602) 621-8632	Community	A noncredit program aimed at empowering people of Hispanic heritage and informing interested community members about Hispanic culture. This program encourages participants to develop skills in lobbying ventures, and become aware of the "Hispanicization" of corporate America.
65. Black Studies Introduction to Black Studies University Correspondence University of Arizona (602) 621-1896	Community	INTRODUCTION TO BLACK STUDIES (220) A credit introductory survey of the literature, history, culture, and social issues affecting Black Americans.
66. Heritage, Haunts, & Humor: Your Personal Introduction to the Arizona Southwest Extended University University of Arizona (602) 621-7724	Faculty & Newcomers To The Area	A two-day program to acquaint faculty, new faculty, and newcomers to the area with such topics as: *Indians of Arizona, Cultural Diversity, Women in the Southwest,* and *The University of Arizona's Role in the State Economy.* The second day of the conference explores cultural and intellectual resources in the Tucson area.

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Program Title/Institution	Primary Audience	Program Description
67. Indian Summer Series: Contemporary Indian Perspectives Office of Summer Sessions University of Arizona (602) 624-8632	Faculty, Staff, Students, & Community	The Indian Summer Series offers films, lectures, poetry, and credit classes that focus on Indian education, history, and culture.
68. New Faces in Library Univ. Calif. Berkeley, Extension Berkeley, CA 94720 (415) 642-4181	Community	The university has joined with California libraries in two efforts: (1) serving the immigrant child, and (2) developing library collections for California's emerging majority. Both programs are a challenge to the very core of multiculturalism and the response of California libraries.
69. Multicultural Issues in Prevention Programming Univ. Calif. Berkeley, Extension (415) 642-4181	Community	A program on alcohol, drug abuse and multiculturalism - two important issues in today's society.
70. Certificate in Managing Multicultural Work Envir. University Extended Ed. Services California State University Fullerton, CA 92634 (714) 773-3026	Education, Health, Human Services, & Corporate Settings	A 48 class-hour certificate program utilizing short lecture, small group exercise, videotape presentation, large group discussion, homework assignments, cultural resource trainers, and guest speakers with goals to (1) describe basic assumptions of own culture, (2) demonstrate acceptance of multicultural differences, (3) apply learning strategies for authenticity in personal interactions, (4) interact as participant/observer in the work setting, and (5) incorporate collaborative approaches to problems.
71. Workforce Diversity & Economic Competitiveness Univ. Calif. Davis, Extension Davis, CA 95616-8727 (916) 757-8895	Community	A conference that explored the realities of population shifts and the changing face of California's workplace and educational systems. The conference offered insight and realistic approaches to meeting the challenges of diversity and economic competitiveness in California.
72. Asian Programs UCLA Extension Los Angeles, CA 90024 (310) 825-9718	Community	A series of programs taking place between 1987 - 1991 that explored a variety of aspects of Asian culture, including Japanese and Chinese art forms, the Filipino family, Asian Americans and the corporate community, literary encounters with leading Asian-American writers, ceramic instruments, entertainment, and culture and lifestyles for Japanese wives.

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Program Title/Institution	Primary Audience	Program Description
73. Performing and Integrated Arts Program UCLA Extension (310) 825-9064	Community	A series of courses that showcase ethnic contributions to the performing and integrated arts. Additional courses in this area address the issue of stereotyping as a professional barrier. Courses include: *The Music of Africa, Latino Filmmakers,* and *A Weekend Festival of Brazilian Music and Dance.*
74. Humanities and Social Science Programs UCLA Extension (213) 825-1898	Community	A series of courses to provide enrichment and multicultural information to the Los Angeles community. Courses include: *Glory and Agony: New Light on the Civil War* and *The Symbolic World of the Maya.* These courses may be taken for credit or noncredit.
75. African American Leadership Conference College of Evening & Continuing Education University of Cincinnati Cincinnati, OH 45221 (513) 556-5994	Community	An annual conference to promote leadership in the African American community. The theme of the 1992 conference, *Leadership in the 21st Century,* featured concurrent sessions on *Developing Leaders in Corporate America, Diversity in the Workplace, Education's role in Training Future Leaders, Raising Awareness and Understanding About Leadership, Creative Visions for the Future,* and *Health Care and Community Issues Which Affect the Workplace.* The keynote address was given by journalist Carl T. Rowan.
76. Videoconferences College of Evening and Continuing Education University of Cincinnati (513) 556-6836	Faculty, Staff, Students, & Community	Videoconferences are sponsored in collaboration with *Black Issues in Higher Education* and administration/academic units within the University. Some conferences offer participants strategies on how to provide an educational experience that reflects the diverse nature of this society, while others address recruitment and retention of minority students.
77. Black Male Think Tank Ethnic Programs & Services University of Cincinnati (513) 556-6800	Community	Conference topics have focused on *The Responsibility of Black Men in Leadership, Black Men and the Challenge of Power,* and *Black Men As Political Warriors.*

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Program Title/Institution	Primary Audience	Program Description
78. Pride III: A Multicultural Experience: Who Am I, Who Are We? Prof. Education Programs University of Hartford West Hartford, CT 06117 (203) 243-4040	High School Students	A noncredit course for local area high school students to increase (1) understanding and awareness of their own ethnic and cultural background, (2) understanding and awareness of other cultures, (3) interpersonal skills with others of diverse backgrounds, (4) awareness of historical and contemporary multicultural issues, and (5) a basis from which to continue their growth and influence others in an increasingly multicultural society.
79. Celebrating Diversity University of Houston Houston, TX 77204 (713) 743-9103	Faculty, Administration, Staff, Community	Week of activities designed to increase awareness of the importance of achieving diversity in a public urban university. These sessions affirm the university's commitment to achieving full participation for women, minorities, and those traditionally underrepresented in the academic community.
80. Celebration of Our Ethnic & Racial Cultures Office of Chancellor University of Illinois Champaign, IL 61820 (217) 333-8821	Faculty, Administration, Staff, Students, Community	An extensive array of monthly programs and performances emphasized the variety of cultures on campus. Three to four lectures each month dealt with a host of topics. Two to three monthly forums provided a basis for discussion. Film festivals of ethnic films demonstrating culture-in-action were organized.
81. Rise in Campus Racism: Causes/Solutions Office of Statewide Programs University of Illinois (217) 333-1460	Faculty, Administration, Staff, Students, Community	A videoconference exploring the history of racial thought in America, constitutional considerations, the impact of the Reagan years, violence and diversity, and unfolding demographic changes and racism. The unique features of the academic environment, and ways that universities have tried to stem the tide of racism were discussed by campus-based groups.
82. Experiencing Science: Hands-on/Minds-on Wshps. Office of Extramural Programs University of Illinois (217) 333-3060	K-12 Teachers	Cooperative effort between the Urbana-Champaign campus and the school district of East St. Louis to motivate teachers to expand their teaching methods in science classrooms. Particular emphasis is given to explaining why hands-on activities in science are important for the cognitive development of their students.
83. The Black Family: Building Strengths, Self-Help, and Positive Change Division of Continuing Ed. University of Kansas Lawrence, KS 66045 (913) 864-3284	Professionals	A regional conference that provides a forum for the exchange of innovative strategies and solutions in meeting the needs of Black families, children, and youth.

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SUBCATEGORY B: **Programs About Underserved Ethnic Groups and Their Cultures Designed For All Groups and Individuals**

Program Title/Institution	Primary Audience	Program Description
84. South Africa Beyond Apartheid Division of Continuing Ed. University of Kansas (913) 864-3284	Community	A one-day conference that is designed to analyze the anatomy of the liberation struggle and the dynamics of the present situation in South Africa. Issues pertaining to what happens after apartheid are also analyzed.
85. Symposium on Nutrition in Aging Blacks Division of Continuing Ed. University of Kansas (913) 864-3284	Health Professionals	A symposium designed for professionals in health care. The symposium focuses on the clinical aspects of nutrition in aging Blacks from the standpoint of genetics, physiology, biochemistry, culture, and socioeconomics.
86. Leadership in a Multi-Cultural World University Extension University of Kentucky Lexington, KY 40506 1-800-325-2766	Approximately 24 Students Leaders Per Year	This program is a pilot project designed to reduce prejudice, manage conflict, and enable students to acquire leadership skills. The student leaders selected for this program represent a cross-section of student groups. Following an intense, focused weekend retreat that includes a low-ropes course, students meet once a month for follow-up sessions.
87. Celebration of African American Month Center for the Improvement of Teaching University of Massachusetts Boston, MA 02125 (617) 287-6767	Community	Events for the celebration of African American History Month included a quilt exhibit, entitled *African American Image Making - A World View;* lecture by Dr. Benjamin Carson, an African American Neurosurgeon; slide show - *Exploring Boston's Black History: A Walk Through the Black Heritage Trail;* and a lecture for the Women of Color Day celebration by Brenda Harris, co-editor of *The Thomas Report.*
88. Celebration of Black History Month University of Missouri St. Louis, MO 63121 (314) 553-5692	African American Students & Community	An annual observance of African American Black History month co-sponsored with the National Association of Blacks Within Government. Programs each year have a central theme and an annual musical concert. The 1990 theme was *Reaffirming A Legacy of Greatness.* The 1991 theme was *Black Universities and Colleges -Strengths and Crises.*

CATEGORY I: **Instructional**
SUBCATEGORY B: **Programs About Underserved Ethnic Groups and Their Cultures Designed For All Groups and Individuals**

Program Title/Institution	Primary Audience	Program Description
89. Native American Indian Pow Wow University of Missouri (314) 553-6020	Native American Students & Other Interested Persons	Co-sponsored with the UM-St. Louis Office of Minority Affairs, the University Department of Anthropology, the Anthropology Alumni Association, the UM-St. Louis Alumni, and The Three Rivers Drum, this one day noncredit program has an Indian parade, dances of various tribes, dance contests, and prize drawings. Participants are schooled in Pow Wow etiquette and the meaning and significance of the different cultural events.
90. Hispanic-Latino Heritage Month University of Missouri (314) 553-5695	Hispanic -Latino Students & Community	A series of speakers and performers to reaffirm Hispanic-Latino culture.
91. National Conference on Racial and Ethnic Relations in American Higher Education University of Oklahoma Norman, OK 73037 (405) 325-6361	University Administration, Faculty, Program Directors, Representaives of Community-based Agencies	This five-day annual conference addresses the changing national demographics and their projected impact on higher education. A national forum for discussions on building effective strategies to enhance social development, education, communication, and cross cultural understanding in culturally diverse settings.
92. Critical Diversity Issues in Higher Education University of Oklahoma (405) 325-6361	University Admin., Faculty, Program Directors, Reps. of Community-based Agencies	Four workshops have been developed to provide participants of the national conference with specific, hands-on learning regarding cultural diversity issues affecting higher education. Workshop topics include *Racial Harassment Policy, Political Correctness, Understanding/Managing Diversity in a Campus Workforce,* and *Developing and Implementing Multicultural Curriculum.*
93. Beyond the Bounds: A Statewide Conference on Campus Racial Harassment Policy University of Oklahoma (405) 325-6361	University Administration, Student Affairs Staff, Legal Affairs Staff, Public Safety, & Faculty	Sponsored by the University's Office of Legal Counsel and Affirmative Action Office, and in collaboration with the American Indian Institute, Bilingual Education Multifunctional Resource Center, and Health Promotion Programs, this statewide conference provided information regarding the definition of racial harassment and the steps required to develop a racial harassment policy at institutions of higher education.

CATEGORY I: Instructional
SUBCATEGORY B: Programs About Underserved Ethnic Groups and Their Cultures Designed For All Groups and Individuals

Program Title/Institution	Primary Audience	Program Description
94. Men of Color: Absence in Academia University of Oklahoma (405) 325-6361	Faculty, Students, Nationwide	Teleconference: A live interactive teleconference, jointly sponsored by the S.W. Center for Human Relations and the University's Affirmative Action Office, was broadcast by satellite. The program consisted of a panel discussion of issues in attracting and retaining minority men in higher education positions. Panel members included individuals from educational, business, and government organizations nationwide.
95. The Black Athlete: Winners or Losers in Academia University of Oklahoma (405) 325-6361	Faculty, Students, Nationwide	Teleconference: A live interactive teleconference provided an insightful look at the myths and realities of the plight of Black collegiate athletes. A panel discussion provided the format for the teleconference with panel members representing national educational, athletic, and publishing organizations. The effort was co-sponsored by the University's Athletic Department, University College, Affirmative Action Office, and the S.W. Center for Human Relations.
96. Making It Happen: A Regional Conference for Building Better Communities University of Oklahoma (405) 325-6361	Professionals from State & Local Human Rights Commissions, Mayor Staffs, EEO Staff, Public School Higher Education	A regional conference designed to elicit attitudes towards, knowledge of, and experience with, fair housing in the state of Oklahoma after the 1990 Statewide Housing Survey. The conference addressed a variety of topics, including fair housing, media images of minorities, affirmative action, handicapped access and the Americans With Disabilities Act, hate group activity, and housing and employment discrimination.
97. Conference on Fostering Diversity in the Workplace Florida State University Tallahassee FL 32306 (904) 644-1213	Professionals	Co-sponsored by the National Human Relations Task Force and the U.S. Department of Education, Office for Civil Rights, Region IV, this conference provided higher education managers and personnel with an understanding and appreciation of valuing and fostering diversity. Conference topics included: *Positive Aspects and Benefits, Court Decisions Impacting Employment Practices in Education, Students' Perspectives, Black Faculty Recruitment and Retention,* and *Sexual Harassment.*

CATEGORY I: **Instructional**
SUBCATEGORY B: **Programs About Underserved Ethnic Groups and Their Cultures Designed For All Groups and Individuals**

Program Title/Institution	Primary Audience	Program Description
98. The State of American Indian Economic Development in Oklahoma University of Oklahoma (405) 325-6361	Indian & Non-Indian Leadership	This conference was designed to provide information on the status of American Indian economic development in Oklahoma and to explore strategies to enhance American Indian economic activity and the economic relationships between the Indian nations, the state of Oklahoma, and local communities throughout the state. The conference was a collaborative effort of the S.W. Center for Human Relations and the Center's Executive Committee. (Presented in May, 1987)
99. Oklahoma Indian Education Exposition University of Oklahoma (405) 325-6361	Education Professions, Parents & Students	An annual exposition to share goals, objectives, methods, activities, and innovative teaching strategies important to achieving excellence in Indian education. Keynote speakers, small group sessions, and the presentation of the Oklahoma American Indian Student Art Exhibit were one year's conference features.
100. Uniting Our Concerns University of Oklahoma (405) 325-6361	Tribal Leaders, Welfare Directors/Staff, Program Directors, Parents, Guardians	The 1991 conference united two critical issues for American Indian children - Child Abuse/Neglect and Mental Health Issues. Cosponsors for the conference included business, community service agencies, local, and national governmental agencies. Keynote speakers and small group workshops, which included paper presentations, allowed participants to move from mental health to child abuse/neglect issues according to individual interests.
101. The Healing Journey: Honoring Our Kinship University of Oklahoma (405) 325-6361	Social Service, Substance Abuse Prevention, Human Services	A five day conference designed to provide (1) information on children of alcoholics and sexual abuse, (2) the means to begin or continue a healing journey, (3) opportunities for development of regional networking, and (4) recognition of the effects of substance abuse on Native American kinship. This conference has keynote speakers and workshop tracks designed to meet participants' needs based on different levels of client recovery.

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CATEGORY I: **Instructional**
SUBCATEGORY B: **Programs About Underserved Ethnic Groups and Their Cultures Designed For All Groups and Individuals**

Program Title/Institution	Primary Audience	Program Description
102. Children of Alcoholics Teleconference University of Oklahoma (405) 325-6361	Educators, Administrators of Targeted Schools, & Tribal Leaders	A Teleconference offered in cooperation with the Indian Health Service and the federally funded RESPECT project, this week long summer event was conducted to train school personnel on issues regarding children of alcoholics. Specific Native American schools were targeted in the states of Oklahoma, Washington, and South Dakota to attend the teleconference.
103. Cross Cultural Communication: Differences Building Bridges or Walls University of Oklahoma (405) 325-6361	Child Welfare & Youth Service Workers	A two-day workshop increases participants' levels of sensitivity and cultural competence in working with adolescents and families of diverse cultural backgrounds. Participants discuss what "culture" is and how cultural biases and perspectives influence work. Differences in perceptions, values, behaviors, and styles are addressed as well as strategies and tools to incorporate these differences.
104. Working with Native American Youth &Families University of Oklahoma (405) 325-6361	Child Welfare & Youth Services Workers	A two-day workshop focusing on six principle issues: (1) Native American parenting, (2) adolescent development in relation to cultural influences, (3) relationship building, (4) self-esteem enhancement, (5) culturally appropriate services, and (6) child welfare philosophy and procedures.
105. Working with African American Youth and Families University of Oklahoma (405) 325-6361	Child Welfare & Youth Services Workers	A two-day workshop focusing on what it's really like to be Black in America. Through activities and practice sessions, participants experience effective strategies which allow for improved service delivery to African American youth and families.
106. Latino Youth and Families University of Oklahoma (405) 325-6361	Child Welfare & Youth Services Workers	A two-day workshop addressing the special needs of Latino youth and their families. Participants explore their own attitudes towards the Latino population, and discover how these attitudes affect service delivery. The unique experience of being Hispanic in today's society is also examined.
107. The Minority Student Today University of South Carolina Columbia, SC 29208 (803) 777-8155	Higher Education Professionals	A conference program composed of a mixture of presentations identifying predictable programs, approaches, and policy actions that have significantly impacted the recruitment, retention, and success of the ethnic student. The 1991 conference was held in San Antonio, Texas.

CATEGORY I: **Instructional**
SUBCATEGORY B: **Programs About Underserved Ethnic Groups and Their Cultures Designed For All Groups and Individuals**

Program Title/Institution	Primary Audience	Program Description
108. Healing the Wounds of Racism Graduate & Continuing Ed Coastal Carolina College University of South Carolina Myrtle Beach, SC 29578 (803) 349-2672	Teachers & Faculty	A day and a half conference exploring the role of education in the healing process. Program topics included, *Stereotypes: Who Discriminates Against Whom?, Racism and Prejudice, Psychology of Prejudice, Dealing with Racism and Prejudice in the Classroom and on Campus, How to Take Prejudice and Racism Out of the Curriculum,* and *Where Do We Go From Here?*
109. Institute on Black Life University of South Florida Tampa, FL 33620 (813) 974-4727	Faculty, Staff, Students & Community	The institute serves as a bridge between the University and the Tampa Bay community. The main purpose is to align faculty, staff, and student expertise with identified University and community needs for research, training, and program development. The institute develops research programs concerned with social, economic, and political issues as they affect minorities.
110. Hmong and Laotian Culture Conference Office of Outreach & Extension University of Wisconsin-Green Bay Green Bay, WI 54311 (414) 465-2102	Community	A series of conferences on Hmong and Laotian culture in Wisconsin. Participants participate in a cross-cultural experience that explores the ways in which education, health, and human services can be made more sensitive to the special needs and characteristics of the Hmong and Laotian population in the community.
111. A New Population of Citizens Continuing Education & Exten. University of Wisconsin La Crosse, WI 54601 (608) 785-6500	Professionals	A workshop to provide participants with techniques to customize services to meet the needs of the Southeast Asian population.
112. We the People for the Common Good Continuing Education & Exten. University of Wisconsin (608) 785-6500	Professional Community	A three-day conference addressing the culture-based patterns of African-American, Asian, Anglo, Hispanic, and Native American men and women. Professional workshops and a variety of presentations designed for the general public presented by multicultural professionals as workshop leaders.

CATEGORY I: Instructional
SUBCATEGORY B: Programs About Underserved Ethnic Groups and Their Cultures Designed For All Groups and Individuals

Program Title/Institution	Primary Audience	Program Description
113.MAEHNOWESEKIYAH University of Wisconsin Continuing Ed. & Extension Stevens Point, WI 54481 (715) 346-3717 Outreach & Extension Green Bay, WI 54311 (414) 465-2102	Substance Abuse Personnel	A staff development program for staff of AODA center located on the Menominee Indian Reservation. The three year continuing education program offers on-site professional development workshops in management, team-building, communication, and human services.
114. Workplace Diversity Center for Continuing Education Virginia Tech Blacksburg, VA 24061 (703) 231-5241	Virginia Department of Transportation	A program focused on a discussion of what the differences in culture mean to the supervision of individuals; a presentation of cultural stereotypes; and small group discussions. Co-sponsored by Virginia Cooperative Extension.
115.Black Managers Forum Western Carolina University Cullowhee, NC 28723 (704) 227-7122	Industry & Business Representatives	A live videoconference for Black middle/senior level managers and professionals. The 1992 Forum helped managers understand the new workplace realities created by demographic changes, downsizing, and deregulatory activities. The forum highlighted skills needed both by people of color and White managers to succeed in this new culture.
116. Cherokee Trad. Songs Mountain Heritage Center Western Carolina University (704) 227-7122	Community	Production of cassette tape recording of Cherokee traditional songs by Walker Calhoun - widely recognized singer of Cherokee ceremonial songs. Partially funded by the North Carolina Arts Council.
117. Friendship &Diversity Wilmington College Wilmington, OH 45177 (513) 382-6661	New Students	A mandatory session for all new students. The session began with a short talk on what friendship means at the College. This was followed by a video, "Facing Differences: Living Together on Campus." The group then broke into small discussion groups led by faculty members, orientation leaders, and residence life staff.
118. Cultural Diversity College of Evening & Cont. Ed. University of Cincinnati (513) 556-6836	Business and Industry	The College of Evening & Continuing Education hired a consultant to help develop cultural diversity training packages for its Business and Industry Unit. Videotape lectures and panel discussions will be a part of the package.

CATEGORY I: **Instructional**
SUBCATEGORY B: **Programs About Underserved Ethnic Groups and Their Cultures Designed For All Groups and Individuals**

Program Title/Institution	Primary Audience	Program Description
119. Latino Celebration Office of Human Relations Millersville University Millersville, PA 17551 (717) 872-3787	Faculty, Administration, Students, Staff, & Community	The Latino Celebration is an annual event at Millersville University which recognizes the contributions of Latinos in the educational, social, cultural, and political arenas. Its purpose is to provide learning opportunities and avenues for cross-cultural interaction among students, faculty, staff, and members of the regional community.
120. Coalition Building Workshops Seton Hall University South Orange, NJ 07079 (201) 761-9215	Faculty, Administration, Staff	Workshops to help participants combat the misinformation and powerlessness which keep racism, sexism, and other forms of discrimination in place are given by 20 trained faculty, staff, and students. Their training was at the Coalition Building Institute of Boston.
121. Celebrating Ourselves University Extension University of California., Irvine (714) 856-5525	Staff, Faculty	All University Extension staff attended a workshop to heighten awareness of increasing diversity within their academic unit, the Orange County population, and the workforce. The program was led by a member of the Orange County Human Relations Commission and members of the University Extension staff.

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CATEGORY I: **Instructional**
SUBCATEGORY B: **Programs About Underserved Ethnic Groups and Their Cultures Designed For All Groups and Individuals**

Program Title/Institution	Primary Audience	Program Description
122. Cultural Awareness Workshop College of Evening & Continuing Education University of Cincinnati (513) 556-6836	Faculty & Staff	A half-day cultural awareness workshop for faculty and staff that featured a nationally known consultant on diversity.
123. Cultural Awareness Workshops Georgia Center for Continuing Education University of Georgia Athens, Georgia 30602 (404) 542-3451	Staff	In-house presentations on cultural diversity for staff that featured a nationally known consultant.
124. Understanding and Managing Diversity in the Workplace University of Oklahoma (405) 325-3936	CEOs, Managers, Supervisors, Employees in 8-State Area	This program emphasized ways to better understand today's changing workplace and to better prepare for the workplace of tomorrow. The two-day workshop focused on changing demographics, recognizing cultural differences and their impact on productivity, dealing with stereotypes, communicating across cultures, and turning cultural diversity into a company advantage.
125. Exploring Multicultural Education II University of Oklahoma (405) 325-6361	Representatives of Public Schools, Higher Education	A statewide conference to provide information and training to better enable teachers and counselors to deal with students and client groups from diverse cultural backgrounds. Co-sponsored by the National Conference on Christians and Jews and the Oklahoma City Civil Rights Commission.

CATEGORY I: **Instructional**

SUBCATEGORY C: **Programs Designed to Foster Greater Ethnic Sensitivity In Curriculum Design, Professional Development, And Organizational Climate**

CATEGORY I: **Instructional**
SUBCATEGORY C: **Programs Designed to Foster Greater Ethnic Sensitivity In Curriculum Design, Professional Development, and Organizational Climate**

Program Title/Institution	Primary Audience	Program Description
126. Curriculum Enhancement College of Applied Human Science Colorado State University Fort Collins, CO 80523 (303) 491-6331	Faculty	A program funded through a USDA Challenge Grant and University Diversity funds to enable 30 faculty over a two-year period to modify 30 plus Applied Human Science undergraduate courses to include a multicultural perspective.
127. Black Education Program Eastern Washington University Cheney, WA 99004 (509) 644-1213	Students	A student service and support center that manages recruiting, admission, and retention services for Black students, and presents the Black studies curriculum for all students.

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CATEGORY I: **Instructional**
SUBCATEGORY C: **Programs Designed to Foster Greater Ethnic Sensitivity In Curriculum Design, Professional Development, and Organizational Climate**

Program Title/Institution	Primary Audience	Program Description
128. Accommodating Change and Diversity: Multicultural Practices in Rural Schools Division of Continuing Education Kansas State University Manhattan, KS 66506 (913) 532-5560	Educators	A project funded by the Ford Foundation exploring the practice of dealing with diversity in rural schools west of the Mississippi, where diverse cultures include Alaskan Eskimos, Pacific Islanders, Hispanics, dozens of American Indian tribes, Mexican Americans, African Americans, and Anglos. The study discovered a world of possibilities, a world of immense creativity, and a world that understands local differences. The report of this project identifies what schools can do.
129. Curriculum Development in African American Studies Office of Regional Programs Old Dominion University Norfolk, VA 23529 (804) 683-3163	Selected Faculty	Two grant-supported workshops focused on the African American cultural perspective. The first workshop consisted of lower-division general education courses that could benefit from the inclusion of this perspective. The second reviewed the newly developed upper level courses of the African American studies in particular disciplines. The program, sponsored by the Institute for the Study of Minority Issues, is funded by a grant.

CATEGORY I: **Instructional**
SUBCATEGORY C: **Programs Designed to Foster Greater Ethnic Sensitivity In Curriculum Design, Professional Development, and Organizational Climate**

Program Title/Institution	Primary Audience	Program Description
130. Courses Incorporating Diversity Stephens College Without Walls Stephens College Columbia, MO 65215 (314) 876-7125	Enrolled Students	The lower and upper level curriculum mandates that courses incorporate scholarship by and about women and ethnic minorities.
131. IMPACT: Diversity in Action Conference Extended University University of Arizona Tucson, AZ 85721 (602) 621-7256	Professionals Concerned About Diversity & Linguistic Issues	Project IMPACT (Institutionalizing Multicultural Practices Affecting College Teaching, Research, and Service) sponsors this program to enable faculty and staff to meet the needs of students with limited English proficiency. The conference offers opportunities for open discussion among participants around the issues of educational experiences, literacy and biliteracy issues, multiethnic literature, and multicultural multimedia. One graduate credit is offered for this conference.

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CATEGORY I: **Instructional**
SUBCATEGORY C: **Programs Designed to Foster Greater Ethnic Sensitivity In Curriculum Design, Professional Development, and Organizational Climate**

Program Title/Institution	Primary Audience	Program Description
132. The Multicultural Curriculum: Celebrating Cultural Diversity Through Literature University Extension University of California Berkeley Berkeley, CA 94720 (415) 642-1171	Teachers, Librarians, Administators	A credit course to enable participants to find and evaluate children's and young adult multicultural literature. This course introduces participants to bibliographies, review sources and resource material for children's and young adult multicultural literature, books celebrating the diversities and similarities in the human family, and books representing California's four major ethnic groups: Afro-Americans, Asian Americans, Hispanics, and Native Americans.
133. Diversity Initiatives University Extension University of California Irvine Irvine, CA 92716-6050 (714) 856-5525	Staff, Faculty	On the basis of recommendations from the University Extension Cultural Diversity Committee, Extension made a commitment to creating an atmosphere of cultural diversity at all levels in the organization. Among those initiatives are (1) hiring and retaining staff from underrepresented groups, (2) diversifying the curriculum by adding a three- hour training module to all certificate programs, (3) development of policies and strategies to ensure a campus climate conducive to recruitment, retention, and development of a diverse group of instructors, (4) recruitment of culturally diverse advisory committee members, and (5) reaching out to meet the needs of the multiethnic community by delivering courses in Spanish for the small business community.
134. Focus Groups College of Evening & Continuing Education University of Cincinnati Cincinnati, OH 45221 (513) 556-6836	Past & Present African American Students	Focus groups are conducted by college personnel and outside consultants to determine better ways by which the college can meet African American students' needs.

CATEGORY I: **Instructional**
SUBCATEGORY C: **Programs Designed to Foster Greater Ethnic Sensitivity In Curriculum Design, Professional Development, and Organizational Climate**

Program Title/Institution	Primary Audience	Program Description
135. Teaching Diversity Through Literature University of Massachusetts Boston, MA 02125 (617) 287-6256	Faculty	A faculty forum.
136. Summer Institute for Teachers: Diversity Issues Continuing Education and Extension University of Minnesota Minneapolis, MN 55455 (612) 624-3555	Teachers	Participants are introduced to significant writers, artists, and thinkers from cultural, racial, and ethnic groups traditionally underrepresented in high school curricula.

CATEGORY I: **Instructional**
SUBCATEGORY C: **Programs Designed to Foster Greater Ethnic Sensitivity In Curriculum Design, Professional Development, and Organizational Climate**

Program Title/Institution	Primary Audience	Program Description
137. Credit Courses Incorporating Diversity (Sociology 22, Anthropology 252) Division of Continuing Education University of North Carolina Chapel Hill NC 27599 (919) 962-1107	Enrolled Students	SOCIOLOGY (22) Black-White Relations in the United States. Introduces students to the topic of race and ethnic relations from a sociological perspective. ANTHROPOLOGY (252) Cultural Anthropology. Social and cultural behavior of contemporary societies and cultures.
138. Cultural Diversity Workshop Center for Continuing Education University of Notre Dame Notre Dame, IN 46556 (219) 239-7005	Faculty	A two-week workshop supported by the Ford Foundation for fifty faculty members to help them design culturally diverse curricula and aid their colleagues to follow suit. The program included lectures on *The Concept of Ethnicity: It's Evolution in the U.S., The Native American and the American Experience, Jewish History and Culture: The Jewish World View, African American Experience: A Cultural Model from Guyana, Placing Chicano Experience in Historical and Cultural Perspective, Science in Non-Western Cultures, Arab-Islamic Culture: The World View, The Asian American Experience in the University Curriculum,* and *Issues of Race and Gender: How they Interface.*
139. Southwest Regional Conference on Minority Faculty and Graduate Student Recruitment and Retention University of Oklahoma Norman, OK 73037 (405) 325-6361	Provosts, Deans, Faculty, Administrators	A three-day regional conference, with an agenda of speakers from higher education institutions representing both administrative and minority-oriented academic or administrative departments. Attendees were divided into teams and participated in problem solving discussions related to minority recruitment and retention of faculty and students. Summary reports of session discussions were provided. This conference was a joint effort of the National Association of State Universities and Land Grant Colleges, the Division of Urban Affairs, and the University of Oklahoma.

CATEGORY I: **Instructional**
SUBCATEGORY C: **Programs Designed to Foster Greater Ethnic Sensitivity In Curriculum Design, Professional Development, and Organizational Climate**

Program Title/Institution	Primary Audience	Program Description
140. National Native American/First Nations Cultural Curriculum Development Workshop University of Oklahoma Norman, OK 73037 (405) 325-6361	Tribal Administrators, Teachers	An annual one-week workshop conducted by curriculum development leaders with a wealth of experience in working with teachers, counselors, administrators, and tribal education people. Workshop features include learning the skills, methods, and techniques of cultural curriculum development, and the receipt of a copy of "The Handbook for Cultural Curriculum Development for Native American and First Nations". At the conclusion of the workshop, participants will have completed a self-designed curriculum, each of which is compiled and distributed to all participants.
141. Summer Institute on Whole Language and Cooperative Learning for Limited English Proficient Students University of Oklahoma Norman, OK 73037 (405) 325-6361	K-12 Teachers	A five-day institute examining the applicability and effectiveness of whole language and cooperative learning strategies for teaching Limited English Proficient (LEP) students in bilingual and mainstream instructional settings. Institute attendees studied theoretical background, viewed demonstrations, and participated in activities designed to develop practical skills and knowledge for applying these skills in the classroom. Co-sponsored by the University of Central Oklahoma.

CATEGORY I: **Instructional**
SUBCATEGORY C: **Programs Designed to Foster Greater Ethnic Sensitivity In Curriculum Design, Professional Development, and Organizational Climate**

Program Title/Institution	Primary Audience	Program Description
142. Diversity in the Workplace University of Oklahoma (405) 325-6361	Executives, Managers, Supervisors, Employees	One session within the series, *The Corporate Jungle: Survival Skills for Business Professionals,* focuses on the changing workforce. Small group discussions deal with specific issues of diversity, ranging from styles of work in various cultures to using cultural diversity as a business advantage. Group discussions are led by members of cross-cultural groups.
143. Issues in College Teaching Graduate and Continuing Education University of South Carolina Coastal Carolina College Conway, SC 29526 (803) 349-2673	Faculty	A 1989 Faculty Development Conference with sessions on *Student Culture: Its Impact on the Teaching Learning Relationship,* and *The Emerging Student Population: Multiculturalism on the College Campus.*
144. Funds for Excellence Virginia Commonwealth University Richmond, VA 23284 (804) 367-8418	Faculty	Three one-week summer institutes assist faculty in rethinking their courses and teaching to include perspectives of various cultures. Participants are expected to (1) implement revised curricula that incorporate diverse cultural perspectives, and (2) share their new perspective with colleagues. This program is grant supported.
145. Diversity in Mentoring Division of Continuing Education Western Michigan University Kalamazoo, MI 49008 (616) 387-4174	Educators, Human Resource Professions, Mentors	A two day conference covering a host of topics related to mentoring students of diverse cultural backgrounds. Sessions included *Developing Effective Mentoring Programs: Foundation for Improved Minority Retention, Mentor Training: Working with At Risk High School Youth, Planned Change and the Evolution of a Minority Student Mentoring Program at a Commuter Institution, and Racism, Retention,* and *Possible Solutions: A Media Analysis.* The first mentoring conference in 1988 won a National Creative Programming Award from NUCEA.

CATEGORY II: Administrative

SUBCATEGORY A: Publications Focusing On Ethnic Diversity

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CATEGORY II: **Administrative**
SUBCATEGORY A: **Publications Focusing On Ethnic Diversity**

Title/Institution	Effort	Administrative Description
146. Pamphlet: *Racial/ Ethnic Harassment* Northeastern University Boston, MA 02115 (617) 437-2612	Published Racial/Ethnic Harassment Pamphlet	A pamphlet distributed to minority students outlining the Northeastern University policy for Racial/Ethnic Harassment and giving information for implementing the policy.
147. Brochure: *A Campus of Many Cultures* Office of Student Life Oakland University Rochester, MI 48309 (313) 370-3120	Published Multicultural Brochure	*A Campus of Many Cultures*, is a brochure used in recruiting efforts. The brochure presentation includes descriptions of multicultural events and programs and multicultural student organizations.
148. Multicultural Resource: *Coming Together* Office of Student Life Oakland University (313) 370-3120	Published Multicultural Resource Directory	*Coming Together*, is a Multicultural Resource Directory used as a reference to all students wanting to expand their multicultural experience. The handbook lists multicultural classes, programs, and services available to students from diverse cultures.
149. *Valuing Diversity* Student Affairs Division University of Alabama Tuscaloosa, AL 35403 (205) 348-7844	Published Diversity Newspaper	*Valuing Diversity*, is a newspaper published by *The Crimson White* - the student run newspaper of the University of Alabama. *Valuing Diversity*, contains articles, notes upcoming events, and reviews performances and events pertaining to cultural aspects of campus life.
150. African American Brochure Admissions University of Cincinnati Cincinnati, OH 45221 (513) 556-1100	Published African American Brochures	Brochures are developed and published that specifically target African Americans. Programs, services, and organizations listed and discussed in the brochure include: Afrocentric Graduation Celebration, African American Arts Festival, African American Greek Organizations, and the United Black Association.
151. *Prisma* Magazine University of Massachusetts Boston, MA 02125 (617) 287-7980	Published Multicultural Magazine	*Prisma, A Multicultural Forum*, is dedicated to both understanding and celebrating diversity. *Prisma* is not exclusively for people who come from a non-white background, but also for people who eat exotic foods and dance to traditional music.

CATEGORY II: **Administrative**
SUBCATEGORY A: **Publications Focusing On Ethnic Diversity**

Title/Institution	Effort	Administrative Description
152. ***Directory of Multicultural Curriculum*** University of South Carolina Aiken, SC 29801 (803) 648-6851	Published Multicultural Curriculum Directory	A directory containing more than 70 courses at USC Aiken that provide a multicultural perspective of their subject matter. In some cases an entire course may emphasize multiculturalism. In others, only a part of the course does so.
153. ***Outreach Newsletter*** Adult Career Educational Counseling Center University of Wisconsin-Madison Madison, WI 53715-1005 (608) 263-6960	Published Multicultural Outreach Newsletter	Outreach newsletter published to inform Madison's multicultural community about career links and university educational services that enhance personal and professional growth through lifelong learning.
154. ***Diversity: Resource Guide*** Office of Multicultural Student Services Western Illinois University Macomb, IL 61455 (309) 298-2805	Published Diversity Resource Guide	A booklet providing information of interest to culturally diverse students. Contents include Academic Programs on various cultures, Educational Travel, Cultural Centers, Student Organizations, Residential Programs, Resources, Social Activities/Events, and Performing Arts.

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CATEGORY II: **Administrative**

SUBCATEGORY B:

Establishment Of Scholarships For Underserved Ethnic Groups

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CATEGORY II: Administrative
SUBCATEGORY B: Establishment Of Scholarships For Underserved Ethnic Groups

Program Title/Institution	Primary Group	Program Description
155. Minority Adult Prog. Center for Continuing Ed. College of Charleston Charleston, SC 29424 (803) 792-5620	Adult Students	A program that offers grants to assist minority adults financially.
156. Minority Scholarship Southern Illinois University at Edwardsville Edwardsville, IL 62025- 1084 (618) 692-3210	High School & Continuing Education Students	This program was developed to encourage minority students to enter the academic disciplines of engineering, physical and biological sciences, nursing teacher education, and computer science.
157. Scholarship to Encourage Extension Diversity (SEED) UCLA Extension Los Angeles, CA 90024 (310) 825-8261	Underserved Groups	The SEED program provides tuition and educational counseling assistance for eligible individuals who might not otherwise be able to pursue their desired educational and career objectives. Through co-sponsorship with community organizations, the Extension Unit also seeks to promote greater awareness of Extension programs within those Los Angeles communities which have been historically underserved by the University.
158. Half-Tuition Initiative University of Hartford West Hartford, CT 06117 (203) 243-4619	Inner City High School Students	A special fund has been created by the Development Office of the University to enable inner city minorities to enroll at half the regular tuition cost.
159. Minority Scholarship Center for Continuing Education/Extension University of Wisconsin (715) 394-8351	Entrepreneurs	A scholarship program that provides funds for minority entrepreneurs to attend small business development courses to help them solve everyday business problems and get a competitive edge.
160.Black College Program The Graduate College Western Michigan U. Kalamazoo, MI 49008 (616) 387-3570	Graduates of Black Colleges	The university offers graduate assistantships and scholarships for African American graduates of historically Black colleges as an expression of its commitment to increase minority graduate enrollment and increase diversity on campus.

CATEGORY II: Administrative

SUBCATEGORY C: Appointment of Commissions, Committees, Offices & Consultants to Address Specific Issues of Diversity

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CATEGORY II: Administrative
CATEGORY C: Appointment of Commissions, Committees, Councils & Consultants to Address Specific Issues of Ethnic Diversity

Title/Institution	Effort	Administrative Description
161. Affirmative Action Committee Baylor University Waco, TX 76798-7362 (817) 755-2219	Established Committee	Affirmative Action Committee meets regularly to support and encourage its University programs.
162. Commission on the Status of Women Office of Human Relations Millersville University Millersville, PA 17551 (717) 872-3787	Established Commission	Commission on the Status of Women recommends appropriate action for ensuring gender equity in admissions and retention, student employment, and programs for students. The commission also reviews University policies to determine their impact on majority and minority women, and examines the working, learning, and social environment for faculty, administrators, students, and staff to recommend appropriate actions.
163. Commission on Cultural Diversity Office of Human Relations Millersville University (717) 872-3787	Established Commission	Commission on Cultural Diversity explores, facilitates, and advocates ways to expand racial and cultural diversity in areas of employment practices, student recruitment, academic and student life, and academic offerings.
164. Human Relations Council Seton Hall University South Orange, NJ 07079 (201) 761-9205	Established Council	Human Relations Council facilitates successful interpersonal interaction on a personal and professional level and fosters respect for, and understanding of, individuals and groups and their relationship to the whole of humanity.
165. Strategic & Long Range Planning Committee Stephens College Without Walls Stephens College Columbia, MO 65215 (314) 876-7125	Established Committee	The college-wide Strategic and Long Range Planning Committee is addressing plans and goals for increasing diversity in the faculty and student populations at Stephens College.

Title/Institution	Effort	Administrative Description
166. Recruitment and Retention Committee Southern Illinois University at Edwardsville Edwardsville, IL 62026-1084 (618) 692-3210	Established Ad Hoc Committee	Ad Hoc Committee on Recruitment and Retention of Minority Faculty and Students considers and recommends methods to address recruitment and retention of minority faculty and students.
167. Cultural Diversity Committee University Extension University of California, Irvine Irvine, CA 92716-6050 (714) 856-5525	Established Committee	Cultural Diversity Committee reviews activities relating to gender and ethnic diversity within University Extension. The committee also investigates and proposes strategies for incorporating the themes of cultural diversity in all operational areas and improving Extension's ability to provide service to customers of all backgrounds.
168. Cultural Diversity Committee College of Evening & Continuing Education University of Cincinnati Cincinnati, OH 45221 (513) 556-2081	Established Committee	Diversity committee established to study, develop, and put in writing a plan of action that will enhance the College's ability to work with groups from diverse backgrounds.
169. Recruitment, Matriculation, and Retention College of Evening & Cont. Ed University of Cincinnati (513) 556-6836	Hired Consultant	College hired a consultant to help develop strategies to recruit, matriculate, and retain African American students. Also, a general minority recruitment plan is being developed.
170. Managing Diversity in the Workplace Office of Regional Programs Old Dominion University Norfolk, VA 23529 (804) 683-3163	Faculty, Staff	A hired consultant developed and presented this program. No information available.

CATEGORY II: Administrative

SUBCATEGORY D: Delegation of Authority &/or Responsibility to Established Offices, Positions, &/or Personnel Programs to Address Issues of Ethnic Diversity

CATEGORY II: **Administrative**
SUBCATEGORY D: **Delegation Of Authority &/or Responsibility to Established Offices, Positions, &/or Personnel Programs to Address Issues of Ethnic Diversity**

Title/Institution	Effort	Administrative Description
171. Staff Diversification Division of Continuing Education Anne Arundel Community College Arnold, MD 21012 (301) 647-7100	Staff Diversification	College is pursuing efforts to increase the diversification of managerial staff within the division of continuing education and extended learning programs.
172. Advisor of Minority Affairs Baylor University Waco, TX 76798-7362 (817) 755-2263	Establishment of Liaison Between Minority Affairs & Faculty/Staff /Students	Advisor of Minority Affairs communicates regularly with faculty, staff, and students regarding activities, programs, and practices which pertain to minorities on campus.
173. Affirmative Action Program Florida State University Tallahassee, FL 32306 (904) 644-1213	Active Affirmative Action Program	College has an active Affirmative Action Program that insures equal employment opportunity.

CATEGORY II: **Administrative**
SUBCATEGORY D: **Delegation Of Authority &/or Responsibility to Established Offices, Positions, &/or Personnel Programs to Address Issues of Ethnic Diversity**

Title/Institution	Effort	Administrative Description
174. African American Cultural & Research Center University of Cincinnati (513) 556-1177	Established African American Cultural & Research Center	African American Cultural & Research Center serves as a resource for individuals to become more enlightened about the African American experience. The center's main focus is to address academically, socially, spiritually, and culturally the needs of the African American student population.
175. Ethnic Programs & Services Office University of Cincinnati (513) 556-6800	Established Ethnic Programs & Services Office	Ethnic Programs and Services provides programs and services that assist the Universities' minority student population in achieving their goals. Some of the programs and services include: scholarships for minority graduating high school seniors who have excelled academically, student advising and counseling, and coordination and implementation of campus programming related to ethnic experiences.
176. Georgia Center's Task Force on Cultural Diversity Georgia Center for Continuing Education University of Georgia Athens, GA 30602 (404) 542-3451	Established Task Force	Six years ago, the Georgia Center established a task force on Women and Minority Concerns. Subsequently, this became the Georgia Center's Task Force on Cultural Diversity. This task force was developed to enhance the Georgia Center's ability to work with and recruit groups from diverse backgrounds.
177. Equal Employment Opportunity University of Missouri-St. Louis St. Louis, MO 63121- 4499 (314) 553-5692	Established Office of Equal Opportunity	Office of Equal Opportunity established to provide advice and recommendations with respect to equal opportunity and affirmative action.

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